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ABSTRACT

The KHAN DU! project developed television programs and accompanying printed materials combining three elements: (1) career education objectives targeted to both handicapped and non-handicapped children, (2) visual and dramatic elements designed primarily to interest the child viewer, and (3) handicapped children playing major roles and documentary segments of adults as role models. The pilot program and three other half-hour shows and guide materials were intended to improve self-esteem regarding career potential and attitude among handicapped persons. Formative evaluation to aid in program design was accomplished in three stages: subsequent to production of the pilot program, subsequent to production of the next program, and subsequent to revision of that program. Summative evaluation involved pilot testing of the KHAN DU! videotape programs in two schools in the Austin, Texas area in grades 3, 4, and 5. Students were pre- and post-tested with a project-developed scale measuring self-esteem and information learned from the film. Through data analysis it was shown that the evaluation instrument was reliable and that handicapped children increased their self-concept through exposure to the shows. (Extensive project materials and evaluation data are appended.) (YLB)

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ED183874

FINAL PROJECT PERFORMANCE REPORT

KLAN DU!

A Success Model Through Television for the Career Education of Handicapped Children

Submitted by
Charles H. Boyd
KLRN-TV
Austin/San Antonio
January, 1979

CE 024 467

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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KHAN DU!

Project Performance Report

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INTRODUCTION

The planning and development of a television series to fill a newly recognized need with a special audience is a task that requires adaptability. In its first year of funding, the KHAN DU! project made changes in many aspects of the programs as they developed. In addition, a second year of funding is now providing an opportunity to improve on Year I, the subject of this report. The general objectives for the first year, however, remained constant. They are listed below, followed by the product objectives from the original proposal. Major activities related to the objectives are described subsequently.

MAJOR ACTIVITIES

Objectives

The General Objectives from the original proposal are

1. To encourage the development of a positive self-image in handicapped children, by showing similar others who are succeeding in life--in their chosen work and in daily living.

2. To help parents, teachers, and peers of handicapped children to see the potential that handicapped children have for living full and satisfying lives and for achieving in the world of work.

3. To develop community awareness, including employers, business people, and those in the helping professions, toward increasing acceptance of handicapped people into the mainstream of life.

4. To utilize the power of the medium of televsion in the service of these important goals.

The product objectives ("Concrete Outcomes"), which should make possible

accomplishment of the General Objectives, are

1. Six half-hour television programs, providing career education for handicapped children, to be broadcast by KLRN-TV and offered for broadcast to the Southern Educational Network, Public Broadcasting Service, and individual public and commercial television stations across the country.

2. Video cassettes of all programs, to extend the usefulness of the series for broadcast in other communities, for re-runs, and for non-broadcast use in schools, teacher-training programs, and community.

3. Learning Resource Guide, to increase the impact and utilization of the programs.

4. Final evaluation report, to assess the overall effectiveness of our project.

5. Community Resource Group, to involve all elements of the community in the utilization of the programs and career education for handicapped children beyond the duration of the Project.

Overview

Unlike other education projects that attempt to teach children or train teachers, the KHAN DU! project was essentially to develop television programs and accompanying printed materials and to inform potential users. In subsequent parts of this report, project participants and dissemination activities listed show the great number of organizations and members of the general public who received information on the series and materials and/or viewed the programs.

Of the six specific product outcomes listed above, all were produced. Outcome 1 was modified in negotiations with the fundor before the project began, since the proposal budget was reduced. Four half-hour programs were promised instead of six. These four programs were produced and will be referred to hereafter as the Pilot Program, Programs

101, 102, and 103.

Video cassettes (Outcome 2) of each of the four programs were produced for convenient viewing. The requirements for 2-inch and 3/4-inch tapes for the Office of Career Education were met.

The Learning Resource Guide was produced in a prototype form, so that professional educators could react to it. Then three separate guides were produced that were not required by the terms of the proposal. These separate component guide materials were the "Families Book," the "Kids Book," and the Teen Guide (which is entitled "Exploring Attitudes").

Evaluation reporting was done after the production of the Pilot Program and again before and after Program 101 was produced and revised (see Evaluation section). The summative evaluation development was much more difficult to design and conduct, because there was no precedent for the particular objectives and target audience of this project, using television as a medium. The first summative evaluation results are included in this final report. Other data is now being collected in Miami, Florida, to substantiate revisions in the first-year evaluation instrument for use in Year II.

The plan for utilizing community resources, described below in more detail, was developed in several components. Instead of one "Community Resource Group," the project utilized an Advisory Board for regular input and general guidance. Also, the Community Coordinator met

frequently with representatives of professional organizations and community groups, including parents of handicapped children. Numerous viewing sessions were held in Austin and San Antonio to gather responses from parents and professionals and to disseminate information to a broad spectrum of potential consumers.

Descriptions of the Major Activities

Unlike an education project that might concentrate on teaching teachers or teaching students as its main effect, the KHAN DU! activities were developmental. The main thrust of this project was the production of the television programs. This particular production required particular attention and effort in the following components:

--planning of curriculum;

--planning of scripts, set design, casting, and TV direction;

--coordination of non-actors (role models, handicapped children) with studio requirements and personnel; and

--continuing communication with educators and parents regarding the authenticity and expected effects of the programs as they were produced and viewed.

1. Curriculum planning

In the General Objectives the first two items basically outline the two main directions for learning from KHAN DU! programs: improvement of self-esteem regarding career potential (especially for handicapped children) and an improved attitude toward handicapped persons by all others.

A main activity in producing materials that would accomplish these learning objectives was gathering input on curriculum design from a wide range of specialists gathered in the form of an Advisory Board (see Appendix B). This broad range of informed persons gave input in a number of ways. They consulted individually as the need arose, contributing educational theory and models and loaning reference materials. A few were asked to read scripts, helping avoid the furthering of prejudicial attitudes and stereotypes, suggesting ideas for supporting the basic concepts of career education and special education.

On February 3 and May 19, 1978, the Advisory Board was invited to meet at KLRN to review objectives and script ideas and (for the second meeting) to view new TV and printed materials. They responded to written questions (see Appendix D) and discussed their reactions with staff members face-to-face.

The tasks for the staff, then, were to use reference materials and feedback from advisors to decide what could be accomplished in four 30-minute programs. A script writer was hired to develop a story compatible with the medium of television that would

--interest handicapped children dramatically and visually,

--interest non-handicapped children as well,

--advance learning objectives appropriate to both groups (see General Objectives 1 and 2),

--utilize the magical character Khan Du on the screen, and

—utilize also an actual handicapped child and role models who were not actors.

Clearly there were tasks that require knowledge of both education and drama from many points of view so that a consensus could be reached on these disparate requirements. Long before choosing and interacting with the Advisory Board, the Community Coordinator began a series of visits and meetings at KLRN with representatives from organizations that could be expected not only to help develop curriculum, but also to suggest actual persons as actors and to disseminate information about the project to others. Rather than just to seek advice, these personal meetings provided interaction. An unusual result of the interaction was that knowledge of service by certain organizations became known to others; duplication of services was examined, and in some instances related organizations arranged to cooperate after being "introduced" to each other through mutual contact with the KHAN DU! project. Generally, these organizations included (see also Dissemination section):

--the Texas State School for the Deaf, the Travis State School (for mentally retarded persons), and other state schools;

--state associations for persons with specific physical and mental handicaps;

--the Texas Education Agency;

--the Texas State Teachers Association;

--specific departments within the University of Texas;

--the Texas Rehabilitation Commission; and

--local groups, including Austin Mental Health/Mental Retardation; Advocacy, Inc.; and parents' groups.

This interaction helped the project bring together the various educational and dramatic problems mentioned above and to decide on an advisory group.

The printed materials development, outlined in the Overview section above, was based on the Community Coordinator's gathering of printed resources and other guidelines from many organizations. Besides reviewing comparable materials and following guidelines sent from the funding agency, the Community Coordinator (who developed guide materials) found especially valuable the first volume of Action for Children's Television's guide for TV programming for children, Promise and Performance: Children with Special Needs.

The KHAN DU! materials were developed first in the form of a prototype guide for the Pilot Program, entitled "Learning Resource Guide." This booklet used color-coded pages appropriate to children, teachers, or parents separately. After meeting with the Advisory Group, which provided feedback, three guides were produced: the "Families Book," "Kids Book," and the Teen Guide ("Exploring Attitudes"). Incidents from the lives of role models, facts about disabilities, and stories about handicapped people, plus games and puzzles for children, are highlights of the print materials.

2. Program planning

The KHAN DU! programs were more difficult to script, cast, and film/tape than most. One major activity was the production of segments involving role models in which film footage and sound were produced of real people in their everyday environments to be incorporated in the programs. Besides travel for personnel and equipment to various sites, the audio portion of the "mini-documentary" could not be planned and simply scripted as if for an actor. These role models were most effective describing themselves in their own words and would not have been effective using learned lines. Therefore the writers and staff had to produce guidelines from which the role models could ad-lib, choosing specific points to make in their own language.

Other activities in producing KHAN DU! programs included:

--auditions,

--scouting visits to special-education classrooms to get a feel for the school environment of handicapped children and interviews with children and teachers,

--costume and set design,

--music production, and

--rehearsals, under restrictions of limited time for school-age children

Major activities that involved persons and organizations other than staff members and KLRN are described below under Project Participants. The revision of Program 101 is described in the Evaluation section.

PROJECT PARTICIPANTS

As stated above, many organizations participated in the planning of the KHAN DU! series. Some took an active, or interactive, role in meeting the Community Coordinator of the project, discussing the project and exchanging views. Those organizations who were part of the Advisory Board and sent representatives to one or more meetings included:

Association for Children with Learning Disabilities
Austin (Texas) Independent School District
Austin Parks and Recreation Department
Ceres (California) Unified School District
Del Valle (Texas) Independent School District
Education Service Center, Region II
Education Service Center, Region XIII
Governor's Office for the Visually Handicapped
KUHT-TV, Houston
Marbridge Foundation
MIGHT! (an organization for the mobility-impaired)
Mothers, Inc.
Taylor (Texas) Independent School District
Texas A & M University
Texas Education Agency
Texas Rehabilitation Commission
Texas School for the Deaf
University of Texas Learning Disabilities Center
University of Texas Special Education Department

A separate and major participatory activity involved the Texas Rehabilitation Association. This organization contracted with KLRN to utilize a specially edited program that would contain role-model sequences especially interesting to teenagers, and KLRN furnished the guide for teenagers ("Exploring Attitudes") as part of the contract. Their implementation of the package with junior and senior high-school students and teachers provided a major outreach for the KHAN DU! project.

Each of the TRA chapters across Texas now has access to the specially edited pilot program and guide. Those that have been actively utilizing the package are the chapters in Beaumont and Harlingen. It is available in San Antonio, Houston, and Dallas, although promotion has been limited. The Fort Worth Chapter has channeled the package through the Education Service Center there and presented it at the regional spring conference. In San Angelo a contact person and the Education Service Center for that region have promoted and made the package available to secondary schools and other organizations.

TRA volunteers usually take the program, in a film format rather than videotape, out to an interested school and show it, also providing an introduction and explanation. Volumteers have also worked through churches and youth groups. In Miami, Florida, the Florida Learning Resource System, which serves school districts by providing special education materials and personnel, has cooperated in field testing the programs. The organization's branch that serves Miami has requested permission to feature the KHAN DU! series on a regular educational

television program for teachers and other educators. The FLRS organization would then promote the series in Miami and other locations, adding it to their special education library of materials.

The Education Service Center for Region XIII, the area including Austin, has made the most recent request to stock KHAN DU! in its special education media center. The Service Center would also be able to gather evaluation data from teachers and students using the series.

In December 1978, Dr. Charles Kokaska of Long Beach State University in California viewed the shows on videotape cassette along with colleagues from other departments at that university. Their comments emphasized the value to educators of the role-model sequences. Other activities that focus on evaluation are included in the following section, Evaluation, which documents visits to the Texas State School for the Deaf and Texas State School for the Blind for testing purposes.

EVALUATION

Overview

There were both formative and summative components of the evaluation which are reported on below. Within the formative component there was testing at various public and state schools, accomplished in three stages: (1) subsequent to the production of the Pilot Program, (2) subsequent to the production of Program 101, and (3) subsequent to the revision of that program.

Formative Evaluation

Especially in the design of innovative materials, formative evaluation is an essential tool in the design and refinement of the products. Our formative evaluation utilized open-ended written questions for adults (Appendix E) and specific open-ended questions about the programs for children, administered in one-to-one interview form (Appendix G).

1.0 The Pilot Program

1.1 Adult Survey

Four groups of adults reacted to the program, submitting feedback. There were about 50 persons in all, including parents, occupational therapists, and representatives from the Regional Education Service Center at Austin (see results summaries for these groups, Appendix H). These viewers felt that the program's interest level was a special strong point. The characters, especially those with handicaps, were generally appealing, and the

show was emotionally involving to this audience. The program was too long, in the opinion of some.

The objective of developing a positive self-image (on the part of handicapped children) was fulfilled, judging from these responses. The objective of helping audiences other than the handicapped to see the potential of those with disabilities was also commented on favorably. The community awareness objective also drew broadly favorable comments. Some viewers saw the need for further work on this objective, with more variety of careers portrayed on the screen.

About half the viewers felt that the program could stand alone as a learning unit. Others felt that, although the program was valuable separately, it had a better effect with accompanying guide materials. Several respondents insisted on the guide and follow-up activities as essential to the use of any program.

Respondents had widely differeing ideas as to the appropriate age level for viewing children. Most estimates were higher than the actual target ages set in the proposal (6-11); estimates ran from the early elementary grades through high school.

Suggestions for improving the transitions from the "playlet" (main dramatic plot) to the mini-documentaries included longer and "smoother" transitions. A majority indicated that the transitions were already effective.

Respondents were divided on whether the program progresses logically and coherently in making its points; favorable responses were in the majority. Two persons mentioned slowing the pace of the program.

The main messages perceived were similar to those perceived by children. The potential for success of handicapped persons, and the basic "sameness" of different types of people, were two major messages remembered.

There was no pattern to the responses concerning verbal and visual cues in the program. Answers indicated general satisfaction with this aspect of the show.

The request for recommendations for change brought out no clear mandate. Individuals recommended emphasis on careers and program simplicity, among various other points.

1.2 Student Survey

In testing the program with children, project staff members and participating teachers conducted individual interviews with children, immediately after they had viewed the show. Viewing sessions were conducted in the classroom, with a minimal introduction by the teacher. The project evaluator or another staff member asked the children to look carefully for things they liked and disliked, especially in terms of characters in the show.

The sample for formative evaluation included 80 students. Of these, 69 were from Austin public schools, including 43 elementary and 26 junior high students. Grades one through five were represented in roughly the same proportions, and junior high students were drawn from seventh and eighth grades. Eleven other students were from the Texas State School for the Blind, and had multiple handicaps. Half the elementary children from the Austin schools were non-handicapped; the others had one or more of several disabilities: orthopedic handicaps, language and learning disabilities, minimal brain injury, emotional disturbance, mental retardation (educable). All junior high students tested were physically or mentally disabled.

One or more members of the KHAN DU! staff were present at each viewing, observing the attention and other behavior of the children as they watched the program. Clearly, the special viewing situation may have caused higher than normal attention levels. Nevertheless, participating teachers were impressed by the appeal of the program (further teacher comments are discussed below). On the average, 90% or more of the children were attentive (maintained eye contact with the TV screen) during viewing, except during certain parts of the mini-documentaries incorporated into the program. Attention-level drops during the documentaries began to occur after 30-to-60 seconds, but varied widely across different viewers. Many children did not lose interest at all during these

segments, especially older elementary and junior high students. This problem can be accounted for at least in part by the fact that the voice-over during much of the documentary footage is more complex and sophisticated than the script in the dramatic sequences of the show.

The interview utilized detailed questions about characters, as well as more general aspects of the show (see appendix G). Interviewers used paraphrase and flexible wording in speaking to the children to help them better understand each question. Partly due to the handicaps of some viewers, and limited tolerances for detailed questions, not all questions were asked of every student.

Generally it was clear that the main perceived message was that handicapped people "can do" things for themselves, especially in terms of making friends for themselves and trying hard to conquer barriers. Several junior high students used the term "self-pity" in describing what the show was saying not to do.

The "best" or favorite part of the show was the ending sequence, with Nancy finding a common handicap between herself and her teacher. The least favorite part was difficult to discover through questioning. Several children mentioned the interaction between Nancy and Phillip, a new schoolmate, as their least favorite.

A majority of the students reported that the program made them feel good, and that Nancy felt positive about going to school by

the end of the show.

Favorite characters were generally the main characters, with not as many votes going to KHAN DU herself as might have been expected. Later discussions with teachers and students indicate that this character may not receive enough "screen time" to be fully developed and interesting to children.

The handicapped character Nancy (actually a child who uses a wheelchair, not an actress) seems to be a real drawing card, attracting sometimes-viewers back to the story after documentary sequences. The very emotional reactions of Nancy to her new school surroundings, plus her handicap itself, may account for her strength as a character. Nancy does not mince words, and there is some evidence that children appreciate her straight, blunt talk.

Children sometimes stated in the interviews that KHAN DU did not seem real, but it was difficult to tell if the reference was only to the fact that she was a magical character. The element of magic in the show drew a number of positive comments.

Viewers had little difficulty in following the plot. The emotions of the characters were easily interpreted. The transitions into the mini-documentaries, however were difficult for many of the viewers, especially the younger ones. Within the documentary sequences, most children followed the storyline well, even in

detail; but others did not see the nature of one role model's handicap (learning disability), or were not sure how the documentary fit into the show as a whole.

Teachers' comments are relevant here. Several teachers, who observed their students during the viewing, suggested that the documentaries be shortened or broken up by "flashbacks" or some other re-orientation to the drama. Teachers also suggested that the transition from "playlet" to documentary be made clearer in some way. They suggested, as did some of the children, that the KHAN DU character is seen as a teacher figure or moralist. Teachers also felt that the end of the show should portray Nancy's integration into the classroom in more detail. All these suggestions seemed valid and reasonable to the staff, and were used in further planning and scripting.

Testing at the State School for the Blind yielded special guidelines for further programs. The following elements are some of those which were difficult or impossible for visually-impaired children to perceive:

- the physical handicap of the teacher in the program
- the appearance and disappearance of KHAN DU
- body language, especially the gestures of KHAN DU
- voice identification of unfamiliar characters

We found that we needed a special sound effect for KHAN DU's

appearance, and a more thorough introduction for her. The documentary sequences, which were often more difficult with other audiences, fared better with the visually-impaired viewer since the voice-over audio technique tends to give a more global explanation of a situation than does dialogue.

2.0 Program 101

2.1 Adults

The second meeting of the Advisory Group provided a forum for input from that group. The State Advisory Committee for Career Education provided a second kind of expertise and point of view. Their comments are summarized in Appendix H.

Generally, the State Committee was very positive, but the Advisory Group was more familiar with the project and staff members. They provided a critical point of view, which was very valuable in making revisions. Their specific comments are included in the appendix. Several revisions were made largely because of Advisory Committee suggestions and input from the Office of Career Education (the fundors). The incorporation of the mini-documentaries into the show, plus more careful establishing and refinement of the hearing problem and hearing aid, are major examples of changes. More details and other changes are described in the following account of testing with children and in the subsequent section on revisions and follow-up testing.

2.2 Children

Testing of the Pilot Program had included a sample of students at the Texas State School for the Blind. Since sight and hearing are the senses necessary for learning from television, we also planned testing with students at the State School for the Deaf. Show #101 featured a child with an auditory handicap, making it an appropriate program for this audience.

Some of the 20 students (at various grade levels) we tested were able to hear the audio portion of the program to some extent. The supervising teachers used a special microphone connected to special hearing equipment used by students with some residual hearing.

Individual teachers facilitated the interviewing of students by using the test form to ask each question, signing rather than speaking. As students responded in kind, the teacher recorded each answer in written English on the interview form.

Generally, students understood the program and liked it. Most answers were similar to the kinds of responses received on the pilot program, but many details were lost due to the hearing problem. The visual details were helpful, though. The students knew the basic problem of Robert, the main character, and knew his attitude toward his hearing aid. A sequence in which a

teacher signed extensively clarified the main "message" of the show. It was difficult to tell whether the KHAN DU portrayal in this show appealed to the viewers more than in the pilot, since many of their votes for "favorite person" in the show went to the signing teacher.

The mini-documentaries were also well understood and received, since the camera work of these sequences was explicit, detailing the activities of the role models visually.

3.0 Revisions and Follow-up Testing - Program 101

Testing was done in a large day-care facility available to the public in a multi-ethnic section of Austin, Texas. About 50 children viewed and discussed this revised Program #2, with 15 being interviewed personally by the Project Director and Evaluator, using interview forms similar to those used in previous testing. The interview guide consisted of open-ended questions, both general and character-specific or segment-specific. Interviewers used paraphrase and flexible wording in speaking to the children, to put them at ease and help them better understand each question. The more general questions asked the child about messages contained in the show, the characters, and other aspects similar to previous formative evaluation. Of course, many of the responses were like those gathered in previous testing. We were interested in the testing as a check on revisions which had been indicated in previous testing. This topic is discussed

below, including results of the interviews pertinent to the revisions.

Previous testing had indicated a need to expand the role of the KHAN DU character, and make her a warmer character, avoiding the role of teacher. Whereas in earlier interviews children had sometimes referred to her as a teacher figure, there was no evidence of that in the current testing. Increased voting for KHAN DU as favorite character reflects her revised role in the current program. Children often referred to her as funny, reflecting the comic aspect of the revised role. Her increased interaction with Robert, the central child character, may have also accounted for the fact that children seemed to identify more with KHAN DU.

Important changes in the mini-documentaries (MD's) were made in the revised versions, and interview responses concerning this topic reflected the changes. Because of previous results and feedback, the MD's were much shorter, with occasional breaks for a "flash-back" to KHAN DU as she is showing this filmed story to the child. Attention levels of viewers had dropped noticeably in the unrevised program; no change in eye contact with screen, or other observed changes in attention were detected in testing the current program. A very definite increase in the number of children who understood that KHAN DU was actually showing the MD to Robert, was recorded in the interviews. There was a marked increase in the

number of children who saw all three MD's as part of a discrete element in the program, whereas previous testing indicated that some children saw no connection between the individual MD's. Also unlike previous results, many comments were made about the logical connection between the role models and Robert; that is, the viewers could see that each of the subjects of the MD's were models for Robert, although they did not all have Robert's particular handicap. There were still some children who did not recognize the specific handicap of each role model, however.

Another major change in the present version of the program is Robert's demonstrable success with his hearing aid. Previous comments from adults had indicated this preference. Although a positive conclusion cannot be reached on the basis of the data, more than half the children interviewed mentioned their liking for the end of the show, and many commented specifically that Robert's decision to wear the hearing aid was a reason for his success. Many of the votes for "best part" of the show went to this ending sequence.

Many other revisions were made on the basis of previous feedback that cannot be specifically validated by these interviews. However there is no continuing evidence that more revision in these areas needs to be done. These include the face-to-face address to Robert by his father, and the sound cue for the entry of KHAN DU, which

visually handicapped viewers requested.

A specific question was included in the current interviews about the loud-soft soundtrack, reflecting Robert's impaired hearing to the viewer. Virtually no children could point out this effect in the first version of the program; current testing showed that about 60% got the message.

The hearing aid was readily visible to the children, especially in the "peanut-butter sandwich scene." Previously, there was some doubt that viewers could identify the aid.

4.0 The Guide Materials

Evaluation of the print materials began with comments from the Advisory Group on the prototype called "Learning Resource Guide." Policy on the objectives for the guide was difficult for this project because of the lack of precedent for such materials. After gathering resource information and producing the Learning Resource Guide, comments from Advisors and other adult readers indicated that the resource section (providing descriptions of pertinent books) and the information for parents were valuable. The activities for children, however, were not appropriate for children in the early grades, and would not provoke their interest. More illustrations and simpler directions were obviously needed.

Since separate guide materials were produced for parents, children and teenagers (including directions for teachers), systematic

evaluation has not been conducted. These materials are to be used in year II (currently under way) to develop improved guide materials. An increase in funding would help provide more attractive and effective print materials.

Summative Evaluation

Summative evaluation reporting was done by the University of Texas' Measurement and Evaluation Center. This entire section is included as Appendix J.

DISSEMINATION

Substantial dissemination was accomplished by meetings between the Community Coordinator and the various organizations that interacted with the project, including those represented by the Advisory Board (Appendix B). Others not previously mentioned in the Project Participants section include:

Texas Society for Autistic Citizens

Texas Association for Retarded Citizens

Austin Genetic Counseling Service

Texas Committee of Organizations for the Handicapped (see Appendix C)

Career Choice Information Center, University of Texas

Institute for Wholistic Education, Amherst, Mass.

The Community Coordinator also attended regular meetings and conferences which would provide an opportunity for informing a broad range of persons about the KHAN DU! series, although extensive interaction was not always possible. These included:

"Rights of the Handicapped" Conference

Texas Association for Children with Learning Disabilities Conference

Texas State Teachers Association, Convention, District #13

Texas Council for the Social Studies, Elementary Section

Texas Personnel and Guidance Association

"Applications of Individual Differences" - Center for the Application of Psychological Type

Parent Education Association meeting

Film Festival - Travis State School

Parents of Down's Syndrome meeting

Task Force on Parent Education

Beta Sigma Phi (service sorority)

Deans of Education Conference

Other dissemination includes newspaper articles about the project in the Austin American-Statesman and other local newspapers, and broadcasts by KLRN (each program aired at the beginning of the 1978-79 school year, and again in January) and via satellite by the Southeastern Educational Communications Association (SECA).

The SECA C.T.S. satellite has down-links (receptors) in ten states throughout the South, from Texas to the Atlantic Coast. Fourteen states receive the signal. Those that maintain state educational networks, assuring that all public broadcasting stations receive C.T.S. transmissions, are:

Alabama

Arkansas

Georgia

Kentucky

Louisiana

Maryland

Mississippi

North Carolina

Oklahoma

South Carolina

The school districts receiving the KLRN signal and instructional services include 43 public school districts and 11 parochial and private schools, with a total average daily attendance (public schools) or enrollment (parochial and private schools) of 239,351.

The project staff arranged "premiere" showings (via videotape) in Austin at the Criss Cole Rehabilitation Center on September 6, 1978, and in San Antonio at the Institute of Texan Cultures on September 14. With several showings, 70 persons viewed programs 101 or 102 in Austin, 50 in San Antonio. Distinguished speakers from interested organizations introduced the project and staff.

Additional "preview" showings were held at three sites representing different sections of Austin, including the Rosewood-Zaragoza Center in the area most populated by minority ethnic groups.

Finally, the Project Director attended a meeting in Washington, D.C. in October 1978, coordinated by Thomas Buffington and Associates, and by the Office of Career Education. Approximately 100 career education directors attended and exchanged ideas.

PROBLEMS AND ANTICIPATED CHANGES

Major new directions in year I, and the reasons for those changes, are described in the Evaluation section under Formative Evaluation, 3.0 (Revisions and Follow-up Testing). The formative evaluation was helpful, and revisions clearly improved Program 101, but the solutions for bringing together all the disparate elements of the KHAN DU! idea are by no means clear. The difficulty in putting together high-interest television programs which will change attitudes and improve the self-esteem of handicapped children is tremendous, given the lack of research and previous experience with the unique combinations of TV and curriculum elements of this series. Promoting guidelines for career education appropriate for handicapped and non-handicapped children using non-actors with a magical central figure is clearly complex. Writers for the project have unanimously felt that the task of scripting is difficult or impossible. Scripting for "ad-libs" on location for the mini-documentaries (see Major Activities section) made writers' tasks even more difficult. When the staff made a change of writers during the year, no problems were solved. In fact, the dramatic impact of the third and fourth shows was less than the earlier ones.

It is clear that the Producer/Director had too big a job, given the curriculum development task and the wide disparity of elements that had to come together in 30-minute programs. He divided his time between out-of-town environments of particular role models and the studio, plus coping with slowly developing curriculum policy and constantly conflicting

recommendations from persons representing any and all handicaps. The second year of the project must operate with a clearer picture of what is acceptable dramatically and academically, and what elements will work together as a package of TV and print. There has been a complete change in staff. The new staff members have been carefully chosen to improve the series.

Anticipated changes are several. An imaginative format with a visually interesting set and continuing characters will be used. KHAN DU will no longer be a character that comes from a visually unexplained source. The process of incorporating role model sequences into the shows will reach its logical conclusion in the first show of year II, when the role model will appear as a regular character, interacting with the featured handicapped child. Evaluation objectives have been simplified, and baseline data from year I has produced guidelines for revising and expanding the summative evaluation instrument, as well as indicating that we have a basically reliable test for affective learning from the KHAN DU! series.

SPECIAL ACTIVITIES

Those activities which might be considered special were incorporated into appropriate major sections of the report. However, the project received an award which should be mentioned. The Texas Association for Children with Learning Disabilities honored Roy Cravens with their annual Media Award for the KHAN DUI Project.

ABSTRACT

1. Federal Grantor: Office of Career Education, U.S.O.E.	4. Nature of Report: Final
2. Grant Number: G007702397 Project Number: 554VH80001	5. Period Covered by Report: October 1, 1977 - October 31, 1978
3. Grantee: KLRN-TV P. O. Box 7158 Austin, Texas 78712 (512) 471-4811	6. Category of the Project: Career Education for Handicapped Children
	7. Name of Project Director: Roy Cravens
	8. Project Title: KHAN DU!

This report attempts to list major accomplishments of the project. The central accomplishment for an instructional television project such as this one is the production of the programs themselves. The KHAN DU! series is the first to combine the following elements:

1. Career education objectives targeted to both handicapped and non-handicapped children;
2. Visual and dramatic elements designed primarily to interest the child viewer;
3. Handicapped children (non-actors) playing major roles, and documentary segments of adults as role models.

A pilot program and three other half-hour shows were produced, with guide materials for parents, teachers and children. Four new shows with guide materials are being developed in a second year of funding. Development of TV and printed materials involved a broad range of state and local organizations, chosen to represent career and special education, and knowledgeable about various disabling conditions. They provided guidance toward two main learning objectives:

1. Improvement of self esteem regarding career potential (especially for handicapped children);
2. An improved attitude toward handicapped persons.

Dissemination included broadcast via the C.T.S. satellite arranged through the Southern Educational Communications Association. The Texas Rehabilitation Association has facilitated distribution of one edited program through its chapters throughout Texas.

Most evaluation efforts were formative, to aid in program design. Summative evaluation data analysis conducted at The University of Texas at Austin has supported the use of an instrument created to measure particular kinds of learning from the series. Significant gains were reported in understanding the abilities of handicapped persons.

OMB APPROVAL NO. 29-R0334

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: U.S. Office of Education (OCE)

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: G007702397

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Southwest Texas Public Broadcasting Council
dba KLRN-TV
P.O. Box 7158
Austin, Texas 78712

4. EMPLOYER IDENTIFICATION NO.: 74-1384860

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.: 32

6. FINAL REPORT: [X] YES [ ] NO

7. BASIS OF REPORT: [ ] CASH [X] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 10 / 1 / 77 TO 10 / 31 / 78

9. REPORT PERIOD (Month, Day, Year): FROM 7 / 1 / 78 TO 10 / 31 / 78

10. STATUS OF FUNDS

	PROGRAMS - FUNCTIONS - ACTIVITIES (1) KHAN DUI	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	188,106.85						188,106.85
b. Total program outlays this period	30,469.82						30,469.82
c. LESS: Program income credits	-0-						-0-
d. Net program outlays this period	30,469.82						30,469.82
e. Total program outlays to date	218,576.67						218,576.67
f. LESS: Non-Federal share of program outlays	15,354.67						15,354.67
g. Total Federal share of program outlays	203,222.00						203,222.00
h. Total unpaid obligations	-0-						-0-
i. LESS: Non-Federal share of unpaid obligations	-0-						-0-
j. Federal share of unpaid obligations	-0-						-0-
k. Total Federal share of outlays and unpaid obligations	203,222.00						203,222.00
l. Total Federal funds authorized	203,222.00	(1)					203,222.00
m. Unobligated balance of Federal funds	-0-						-0-

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
[ ] PROVISIONAL [ ] FINAL
[ ] PREDETERMINED [X] FIXED

b. RATE: 20%
c. BASE: 182,147.22
d. TOTAL AMOUNT: 36,429.45
e. FEDERAL SHARE: 21,074.76

12. REMARKS (Attach additional sheets if necessary)
(1) As of 10/31/78 - $165,000.00 of the total grant had been requested and received. The balance of the grant has been requested on Form HEW 604T as of 1/3/79.

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purposes set forth in the grant award documents.

NAME AND TITLE: J.S. Primrose, Controller
TELEPHONE: AREA CODE 512 NUMBER 471-4811 EXT.
SIGNATURE OF AUTHORIZED OFFICIAL: J.S. Primrose
DATE REPORT IS SUBMITTED: January 30, 1979

HEW-601T

Appendix A: Staff Members

Roy Cravens - Project Director/Executive Producer

Charles Vaughn - Producer/Director

Dorothy Emerson - Community Resource/Learning Resource Coordinator

J. Michael Sims - Script Writer

Frank Duane - Script Writer

Robert German - Writer/Interviewer

Delia Gravel - Associate Producer

Charles Boyd - Evaluator

Sherry Glover - Project Secretary

Appendix B

The 1977-78 Khan Du' National Advisory Committee included the following professionals and parents:

Virginia Lish, M.A.
Curriculum Specialist
Ceres Unified School District
P.O. Box 307
Ceres, California 95307

Donn Brolin, Ph.D.
Professor
Counseling and Personnel Services
University of Missouri
6 Hill Hall
Columbia, Missouri 65201

Carol Whitcraft, Ph.D.
Project Director of IMPART
Director of Research and Statistics
Texas Rehabilitation Commission
118 East Riverside Dr.
Austin, Texas 78704

Alice Scogins
National President of the Association for Children
with Learning Disabilities
7806 Braeburn Valley Dr.
Houston, Texas 77074

Walter Rambo
Texas State Career Education Coordinator
Office of Career Education
Texas Education Agency
150 East Riverside Drive
Austin, Texas 78704

John Best, Ph.D.
Acting Executive Director
Governor's Coordinating Office for the Visually Handicapped
134 West 11th Street, Suite 105
Austin, Texas 78701

Linda Parrish, Ph.D.
Department of Special Education
Texas A & M University
College Station, Texas 77843

Louis Champion
Governor's Committee for Employment of the Handicapped
Texas Employment Commission
101 East 15th Street
Austin, Texas 78701

Marty Bowman
KUHT - TV
Gulf Region Educational Television Affiliates
4513 Cullen Blvd.
Houston, Texas 77004

G. Y. Morales
Bilingual and Career Education Coordinator
Region II, Education Service Center
109 Chaparral
Corpus Christi, Texas 78401

Bettie Davis Curriculum/
Curriculum/Carrer Education Coordinator
Texas State School for the Deaf
1102 South Congress
Austin, Texas 78704

R. Glen Apfel
Director of Adolescent Program
Marbridge Foundation
P.O. Box 250
Manchaca, Texas 78652

Jean Nipper
Career Development/Communication Specialist
Austin Independent School District
1216 Rio Grande
Austin, Texas 78701

Mary Miller
Curriculum Director
Taylor Independent School District
Taylor, Texas 76574

Carolyn Evertson, Ph.D.
Project Director of the Research and Development Center
College of Education
Education Annex
The University of Texas at Austin
Austin, Texas 78712

David Gibbs
Educational Consultant
Region XIII, Education Service Center
7703 North Lamar Blvd.
Austin, Texas 78752

Vivienne Lepine
Past-President of Austin Association for Retarded Citizens
Vocational Adjustment Counselor
Del Valle High School
Del Valle, Texas 78617

Thomas Oakland, Ph.D.
Associate Professor
Educational Psychology
252C
The University of Texas at Austin
Austin, Texas 78712

Sandy Kern
Special Education Counselor
Austin Independent School District
6100 Guadalupe
Austin, Texas 78752

Ya-Ya Salinas
Actress/Teacher
819 South 16th Street
McAllen, Texas 78501

Mary Lou Barras
President of Austin Association for Children with
Learning Disabilities
P.O. Box 5344
Austin, Texas 78763

Michal Ann Lord
Director of Special Populations
Austin Parks and Recreation Department
P.O. Box 1088
Austin, Texas 78767

Martha Arbuckle
Past-President of MIGHT
Mobility Impaired Grappling Hurdles Together
6215 Brookside
Austin, Texas 78723

Laraine Benedikt
President/Executive Director of Mothers, Inc.
1917 West 40th Street
Austin, Texas 78731

Pam Wetzel
MIGHT/Parent
4807 Placid Place
Austin, Texas 78731

Beth McEntire
Secondary Level Generic Program Doctoral Candidate
under the supervision of Dr. Lee Wiederholt
Department of Special Education
The University of Texas at Austin
Austin, Texas 78712

Jim Saski
Secondary Level Generic Program Doctoral Candidate
under the supervision of Dr. Lee Wiederholt
Department of Special Education
The University of Texas at Austin
Austin, Texas 78712

Appendix C

MEMBER ORGANIZATIONS OF TCOH

Texas Association for Children with Learning Disabilities

Texas Association for Educational Diagnosticians

Texas Association for Retarded Citizens

Texas Council of Administrators of Special Education

Texas Council for Exceptional Children

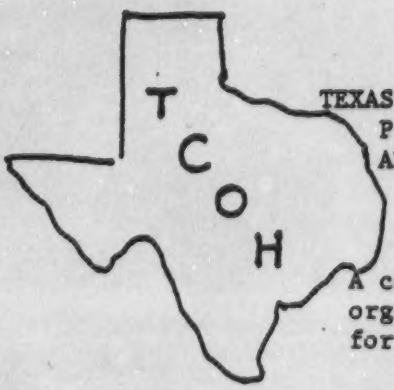
Texas Division for Children with Learning Disabilities

Texas Occupational Therapy Association

Texas Society for Autistic Citizens

Texas Speech and Hearing Association

United Cerebral Palsy of Texas, Inc.



TEXAS COMMITTEE OF ORGANIZATIONS FOR THE HANDICAPPED
P.O. BOX 10002 512-452-8278
AUSTIN, TEXAS 78766

A confederation of statewide voluntary and professional organizations established to communicate and cooperate for the mutual benefit of the handicapped of Texas.

Appendix D: Advisory Board Input

Preliminary Form

Advisory Board Member:

Consider the following as further information gathering by Khan Du! staff members. All the questions here are aimed at developing a general response and at picking up those things we missed during the meeting. Answer only those questions which you think might help us, and do not feel that it is necessary either to answer them all or to answer them at great length — unless you wish to.

1. What is your overall impression of the Khan Du Project?

   Does it offer meaning for you and do you think it will offer meaning for children?

   Briefly list your impressions, favorable and unfavorable.

2. What was your overall impression of the advisory meeting you just attended?

   Was it rewarding? Explain.

   List your impressions, favorable and unfavorable.

3. What would you do to improve the project and or advisory meetings of the kind just held?

4. Do you concur with Khan Du's primary objectives — that is, to improve the handicapped child's self-image and to convince him/her that he/she can be successful in the world?

If so, why? If not, why not?

Do you think the project is going about this in the right way? Explain.

5. Now that the first advisory meeting is over, are there things which occur to you that you wish you had said, or else ideas and feelings you have now that you would like to make known to those on the project? Please list these if so.

6. After this first meeting, are you happy or unhappy to be connected with the project? Why?

Appendix D: Advisory Board Input

Specific Questions

1. What are basic guidleines and principles to be applied to this project regarding people with handicapping conditions?

2. What kinds of handicaps should be most appropriate to depict?

   a. Suggest role models, how to film and audio tape them.

   b. Which kinds of handicaps will handicapped children identify with, or find meaningful to them?

   c. Which can be presented more effectively in our format?

3. How would it be best to introduce various handicapping conditions?

   a. ...Considering our (1) time limit; (2) child-Khan Du interaction; (3) minidocumentaries.

   b. How much screen exposure for each individual handicap?

   c. How does the handicapped child see his handicap?

   d. How do we treat lesser/greater manifestations of certain handicaps?

4. What kinds of career/job clusters should be depicted?

   a. Recommendations for pacing and detail

   b. How much explanation or redundancy (reinforcing ideas) should be done?

5. How would we depict mental handicaps in the production?

6. What do you know about the development of positive self-image in children with handicaps?

   a. Stages or components of development of the self-image

   b. How do we measure the self-image?

7. How can this project help parents, teachers, and peers of children with handicaps to see the potential these children have for living full and satisfying lives and for achieving in the world of work?

8. How do we communicate with both children with handicaps and their non-handicapped peers?

   a. What are the existing stereotypes of the handicapped?

   b. How do we communicate with peers?

   c. What are the indications for how to change the stereotypes?

   d. How can we include information aimed at parents?

9. How do we make the productions sufficiently versatile to communicate with children with various handicapping conditions?

Appendix E

Formative Evaluation Questionnaire For Adults

NAME_____

What Types of Children are you involved with (ages, disabilities)

_____

Use reverse side where necessary.

1. What is your overall reaction to this show? What are the main strengths and weaknesses (in terms of interest level, length, format, and characters)?

2. As you look at the major objectives below, where is the program strong or weak in meeting each of them?

   a. To encourage the development of a positive self-image in handicapped children, by showing similar others who are succeeding in life — in their chosen work and in daily living.

   b. To help parents, teachers, and peers of handicapped children to see the potential that handicapped children have for living full and satisfying lives and for achieving in the world of work.

   c. To develop community awareness, including employers, business people, and those in the helping professions, toward increasing acceptance of handicapped people into the mainstream of life.

3. Does this program stand by itself (without additional classroom follow-up) as a learning unit? Please comment.

4. What age levels and types of children is the language level of the program best suited to? (you might answer separately for the playlet and minidocumentaries)

5. Please comment on the transitions between the playlet and minidocumentaries. How were they effective or not? How could they be improved?

6. Does the program progress logically and coherently in making its points? What messages will children receive most clearly from the show?

7. Do you have comments on visual and verbal cues that could improve the program for certain audiences - to help focus attention, provide transitions, elicit viewer participation?

8. What are your recommendations for future KHAN DU! production and materials development? All comments are welcome here.

Appendix F: Role Model Nomination Form

Identification of Success Models for Mini-Documentaries

A SUCCESS MODEL THROUGH TELEVISION FOR THE CAREER EDUCATION OF HANDICAPPED CHILDREN

We are currently seeking role models to interview for mini-documentaries. These interviews will be recorded on video-tape for broadcast and non-broadcast purposes. Therefore we are soliciting your aid to identifying individuals who you feel would be willing to participate in this project.

To facilitate in locating and securing potential models for the interviews we would like to secure the following information.

Khan Du! Success Role Model

Return To:

Roy Cravens, Khan Du! Project Director/ KLRN-TV/ P.O. Box 7158/ Austin, Texas 78712/ (512) 836-0440 ext. 247 or 248

Person Completing Form:

Name _____ Phone _____

Address _____

Role Model:

Name _____ Age ____ Phone _____
first last

Address _____
street city state zip code

Sex _____ Race/Ethnic _____ Handicap _____

Other Significant Information: Living Situation _____

Interests _____ Hobbies _____

Sports _____ Arts _____

Work _____ Other _____

Briefly describe the uniqueness of the person. Include such information as the handicap he/she overcame to be a success in life or work. (Work can be thought of as both paid and unpaid activities.) Feel free to use the back of this page for further description.

(Not all questions were asked during each interview)

NAME_____

AGE_____

GRADE, SEX_____

TEACHER'S NAME_____

Appendix G
SAMPLE STUDENT INTERVIEW
(Pilot Program)

GENERAL

1a. What are the main things you remember from the show?

1b. What were they trying to tell you in this show? What did you "get" out of it?

2. What was the best part? -what did you like best?

3. What was the worst part? -what did you not like (boring, not interesting, etc.)?

4. What was hard to understand in this show?

5. Did you feel different at the end of the show? How did you feel?

CHARACTERS (These questions lack photographs--instead, simply say, "who do you remember? Then probe, "What was he/she like?)

Nancy_____

_____

Phillip_____

Khan Dü_____

_____

Harvey R. _____

Jerry Adams_____

6. Who did you learn something about, or feel different about?

7. Who was your favorite?
Why did you like them?

8. Did anybody not seem real? Why?

NANCY

9. Remember the little girl named Nancy? What was she like? What was different about her?

10. How did she like school? Why didn't she want to go to school?

11. Remember Phillip, the little boy? What did he think about Nancy?

12. What was she sitting in?

13. How did she feel when her mother left her in the hall?

14. What did Nancy decide to do at the end of the show?
15. How did she feel at the end? Different from before?
16. (earlier) Why did Phillip start talking to Nancy?

KHAN DU

17. What kind of person is KHAN DU?
18. Who does KD remind you of?
19. What did KD do in the show?
20. What was KD trying to tell Nancy?
21. What makes KD different? Who can see KD?
22. Why didn't the teacher see KD?

SOCKEY

23. What did you learn from the game?
24. Did Nancy see the game? How?
25. What was different about this game?
26. Why did some people play with their feet, and some with sticks?

HARVEY

27. What's hard for him to do?
28. Remember the part about Harvey?
29. What did you learn from that?
30. What was different about Harvey?
31. What caused it?
32. What does he do for a job?
33. What does he Want to do?
34. What was easy for him? hard?

JERRY ADAMS

35. Remember the part about Jerry?
36. What did you learn from that part?
37. What was different about Jerry?
38. What caused it?
39. What does he do (as a job)?
40. Is he good at it, etc?

41. Why did the show have "stories" (the "minidocumentaries")?
42. Why was the teacher in a wheelchair?
43. How did Nancy feel when she saw the teacher in the wheelchair?

Appendix H

Evaluation Responses to Appendix F

PILOT PROGRAM

Occupational Therapists

1. Good but mini-documentaries (MD's) too long, not clear who the show is directed toward.

2. a. Strong, but show a younger person with a similar handicap so the audience can relate.
   b. Good, but examples too much like a success story.
   c. Good, but employers need more than this to be accepting, only applicable to subjects in the tape.

3. No. Not sure of message, discussion definitely needed.

4. Fourth grade and up with Nancy and KD and the MDs from grade 6 and up.

5. Need improvement; too choppy, very confusing.

6. A handicapped child would receive the message that they "can do". Seemed a little strained and disjointed, though.

7. Hard to understand Nancy, less dialogue, colorful fade in/outs good.

8. Show Nancy in classroom "doing". Show more realistic situations and make a main point.

Bank of Austin Meeting

1. Liked very much but KD seems too preachy. MDs too long.

2. a. Strong. Great role models, a bit long for the MDs.
   b. Not enough showing of younger children in MDs. Mostly very good and strong comments.
   c. Won't encourage employers, this objective needs to be emphasized more, the program doesn't have a real catch so the community probably wouldn't tune in.

3. Yes, but a follow-up would be helpful.

4. Language level advanced, upper elementary and older.

5. Transitions effective, useful - most positive comments on this question.

6. Handicapped people can do, accept yourself for what you are, stress your strong points not your weaknesses.

7. More music, need more verbal cues to the MDs.

8. Younger role models, shorter MDs.

Education Service Center Representatives

1. Fantastic, beautifully done, very positive feeling. Sometimes too much dialogue.

2. a. Strong, but role models almost too good; too long for young kids, some concepts may be over the head of kids.

   b. Great for parents, strong, need more direct "how-to's", strong.

   c. Very direct, good, weak , need more "how-to's."

3. No, Yes, but classroom would be beneficial; needs discussion and follow-up.

4. Playlet: Grades 4 to 6, all ages especially 5 - 10, 3 - 8
   MDs: High school and above, 3 - 12 .

5. Smooth, make MDs shorter and use younger models. Effective, yes, but sometimes too fast, a little rough in spots.

6. Yes. Handicapped people can do more than we think, try.

7. Very good. Acting needs to be more believable, more action, less preaching, more music, close-ups.

8. Narrow your target audience, interpersonal skills, self-evaluation areas need to be more intensively covered. Yes, especially in involving high school handicapped kids; Most did not comment.

1. Very interesting but MDs too long. Make it more visual on KD's part.

2. a. Role models difficult to relate to, better to show real weaknesses. Well-accomplished. Mostdid not comment.
   b. Good - most did not comment.
   c. Very good, especially on musician. Show person employed.

3. Yes.

4. Grades 6 to 8. Language in MDs too sophisticated. Most did not comment.

5. Fine. Most did not comment.

6. Insecurities of handicapped, take handicapped abilities into account. Optimism is important.

7. Show Nancy in more peer situations. More conversation between kids.

8. No comments.

PROGRAM #101

State Advisory Group for Career Education

1. Responses were good to excellent with additional responses being strong characters, interesting concepts, short but thorough.

2. a. Strong with no noticeable weaknesses.
   b. Very good and strong.
   c. Strong with no noticeable weaknesses.

3. Yes, but classroom follow-up would be beneficial.

4. All ages.

5. Effective.

6. Handicapped or not, all people are equal. Everyone "can do."

7. Very appealing, well done; need to show lack of hearing in main characters. Most did not comment.

8. Continue, it's great, excellent production and will improve the situation for the handicapped. Most were no comments.

Advisory Group Showing

1. Robert unconvincing, unreal, split goals: elementary age and upper level. KD cold, need to identify the problems faster, hard to understand.

2. a. An unusual success story one of the best aspects of the show, very good, quite effective. Most comments: excellent.
   b. Not enough real related information, objectives met, "very good" for most of the comments.
   c. Good, strong, can't see this show reaching many of those who need to see it. Most comments were very positive.

3. Maybe but generally the consensus is that a follow-up would be more helpful. There were negative feeling this show could stand alone.

4. Age 8 and up.

5. Rough and not good were the overall comments.

6. Accent your abilities, the handicapped can be successful.

7. Close-ups, staying on a long enough establishing shot. Most didn't feel they had the technical expertise.

8. Covering too much ground in the time allotted, make main points several times in a show. Need to see the process of schooling, more MDs.

Appendix I: Summative Evaluation Form

Please mark yes or no for each of the following:

1)	I would like to change some things about me if I could.	Yes	No	Maybe
2)	My friends think I have good ideas.	Yes	No	Maybe
3)	I like to stay by myself alot.	Yes	No	Maybe
4)	Some people want me to do things I can't do.	Yes	No	Maybe
5)	I wish I were different.	Yes	No	Maybe
6)	Other kids like me.	Yes	No	Maybe
7)	There are some jobs I could never get.	Yes	No	Maybe
8)	People who can't read can be good at school.	Yes	No	Maybe
9)	Deaf kids need special help to learn to swim.	Yes	No	Maybe
10)	Mentally retarded people can be artists.	Yes	No	Maybe
11)	Deaf people take longer to learn things in school.	Yes	No	Maybe
12)	Blind people need someone to guide them.	Yes	No	Maybe
13)	Most people with handicaps need help finding a job.	Yes	No	Maybe
14)	Some school teachers are blind.	Yes	No	Maybe
15)	Deaf people can be good baseball players.	Yes	No	Maybe
16)	A blind person can be an announcer on t.v.	Yes	No	Maybe
17)	People in wheelchairs can drive cars.	Yes	No	Maybe
18)	Deaf kids have trouble with schoolwork.	Yes	No	Maybe
19)	A man in a wheelchair could round up cattle on a ranch.	Yes	No	Maybe

Appendix J

THE UNIVERSITY OF TEXAS AT AUSTIN
MEASUREMENT AND EVALUATION CENTER
2616 Wichita Street

Centrex 471-3032
PAX 3500

MEMORANDUM

TO: Charles Boyd, Project Director, KHAN DU! DATE: January 30, 1979

FROM: Helen Durio, Ph. D.

SUBJECT: Evaluation of KHAN DU! Pilot Test Instrument

Pilot testing of the KHAN DU! videotape programs has involved two schools in the Austin area (Casis and Wooten) in Grades 3, 4, and 5, providing a sample of 106 students. There were 83 non-handicapped children and 23 children with a variety of handicaps.

Children in both sites were given the pre-test evaluation instrument developed by the KHAN DU! staff (Appendix). Administering teachers were provided with instructional information for reading aloud the items on each scale and monitoring the responses of individual children. Teachers were also asked to supply background information on the type of handicap represented by individual handicapped students viewing the videotapes. The shows were viewed over a two week interim at both school sites, and at the conclusion of this time period, the same evaluation instrument used for the pre-test was administered to students again, and individual change scores analyzed.

The tentative evaluation instrument consisted of two scales of 19 individual statements to which students were asked to circle "no, maybe" or "yes", in response as indication of their disagreement and agreement.

Some statements were stated positively and others negatively to avoid possible student response bias, but in design, higher weighting was given to those responses reflective of the optimal favorable attitude on each scaled item. The first scale consisted of seven items and was intended as an index of individual student self esteem. The second scale, of twelve statements dealt with information projected in the film sequences themselves.

the Info scale is really a knowledge test. OK but we also need a generalized attitude survey

DATA ANALYSIS

The responses of students on pre and post-testing of the evaluation instrument were analyzed by an external evaluator. The staff of the Measurement and Evaluation Center of the University of Texas at Austin used item analysis and analysis of variance statistical procedures in investigations of the pilot instrument.

In the analysis of variance procedures, the criterion variables of the two attitude scales (Self Esteem and Information) were considered in independent analyses in a 3 X 2 factorial design. Grade (3, 4, 5) was a between subjects factor and time of testing (pre, post) was a within subjects repeated measure factor.

Consideration of the classification variable handicapped or non-handicapped had to be handled somewhat differently, due to disparate numbers in each group. Since non-handicapped students outnumbered handicapped students approximately

9 to 1, a random sample of non-handicapped student scores were selected to match the cell size of the handicapped group in order to perform the analysis of variance comparison.

RESULTS AND DISCUSSION

Tables 1 and 2 provide the frequency of no, maybe, and yes responses for each item, as well as the mean and standard deviation for that item in terms of the total group distribution. In addition, the correlation of each item with its respective scale is given. This correlation coefficient represents the degree to which the item is measuring the same basic attribute as all other items in the scale. Thus, it is an index of the reliability of that item.

In general, these item analyses indicate sufficient reliability. It is suggested, however, that two items, item 4 in the Self Esteem Scale and item 1 on the Information Scale, might be revised so as to avoid negative construction. It is probable that some young children have semantic difficulties with the use of negatives, and less confusion is likely to result if all statements are phrased in the simpler declarative form of the other items.

Table 3 gives the distribution statistics and reliability coefficient alpha for each of the two scales in pre and post testing. In general, both indices appear to reflect sufficient reliability for these attitude scales. The Information Scale reliability index (.64 pre; .73 post) is considered very good for an attitude measure. The Self Esteem Scale index (.54 pre; .56 post) could be raised by adding a few more items to the scale. However, it is not seen as inadequate for its purpose on this evaluation.

Table 4 shows that no significant differences were found in pre and post testing of the evaluation instrument for the three grade levels on the Self Esteem Scale used in the Khan-Du! pilot sample. The pre and post test factor for all grades approached significance ($p=.11$), however, with the more positive group mean appearing on the post-test. This suggests that Khan-Du! video tapes are affecting self-esteem positively.

The results in Table 5 are even more indicative of the influence of the Khan-Du! video tapes. In post-testing on the Informational Scale, it can be seen that all grades improved in awareness of the extent to which handicapped persons can function effectively ($p \leq .01$). As expected, the younger children in grade 3 were significantly less knowledgeable than the older children in grades 4 and 5 on both pre and post Information Scales ($p \leq .01$).

Table 6 compares handicapped and non-handicapped children on pre and post testing of the Self Esteem Scale. While there were no significant main effect differences, the interaction approached significance ($p=.11$). The handicapped children showed greater gain than non-handicapped children on the Self Esteem Scale in post-testing. This result gives testimony to the efficacy of the Khan-Du! video tapes in improving the self-image of handicapped children.

The results in Table 7 indicate that non-handicapped children appear to have more information than handicapped children about what handicapped persons are capable of doing ($p=.02$). It is possible that the diverse types of handicaps represented in the sample may have had some effect on assimilation of information from the Khan-Du! video tapes. Since some children with mental ability handicaps

as well as physical handicaps were included in this pilot sample, the group mean on the Information Scale may have been lowered by inclusion of mentally handicapped children with other types of physically handicapped children. The post-testing of the Information Scale showed significant gains for both handicapped and non-handicapped children ($p \leq .01$), however, which indicates the value of the Khan-Du! programs in creating awareness of the ability of handicapped persons to function well in society.

SUMMARY AND RECOMMENDATIONS

Analyses of the pilot evaluation instrument for the Khan-Du! video tapes suggests strongly that the instrument is meeting its constructed purpose. Handicapped children have been shown to be increasing their self concepts through exposure to the shows. In subsequent analysis, validity of the evaluation instrument will be assessed in greater detail. The Piers-Harris Self-Concept Scale, which is a much-used measure, will be used along with the Khan-Du! Self Esteem Scale in a future sample of students to allow computation of a correlational relationship between the two scales.

There is very good reliability for the Information Scale, and adequate reliability for the Self-Esteem Scale. It is recommended, however, that the Self Esteem Scale be lengthened to approximately 10 to 12 items to increase internal consistency.

TABLE 1

TOTAL GROUP DISTRIBUTIONS, MEANS, ITEM-SCALE CORRELATIONS, AND STANDARD DEVIATIONS FOR INDIVIDUAL SELF ESTEEM SCALE ITEMS

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* 1. I would like to change some things about me if I could.

	Frequencies		
Pre-Test	No	Maybe	Yes
Mean= 1.70 S.D.= .81 Correlation with scale= .57	23	27	56
Post-Test	No	Maybe	Yes
Mean= 1.81 S.D.= .84 Correlation with scale= .61	30	26	50

* Reversed weighting in analysis of variance comparisons to reflect positive self-esteem.

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2. My friends think I have good ideas.

Pre Test	No	Maybe	Yes
Mean= 2.23 S.D.= .58 Correlation with scale= .54	9	64	33
Post-Test			
Mean= 2.28 S.D.= .60 Correlation with scale= .52	8	62	36

* 3. I like to stay by myself alot.

Pre-Test	No	Maybe	Yes
Mean= 2.00 S,D.= .86 Correlation with scale= .45	40	25	41

Post-Test	No	Maybe	Yes
Mean= 1.99 S.D.= .88 Correlation with scale= .42	42	25	39

* Reversed weighting in analysis of variance comparisons to reflect positive self-esteem.

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* 4. Some people want me to do things I can't do.

Pre-Test	No	Maybe	Yes
Mean= 1.79 S.D.= .88 Correlation with scale= .59	32	20	53

Post-Test	No	Maybe	Yes
Mean= 1.82 S.D.= .87 Correlation with scale= .59	33	23	50

* Reversed weighting in analysis of variance comparisons to reflect positive self-esteem.

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* 5. I wish I were different.

Pre-Test	No	Maybe	Yes
Mean= 2.40 S.D.= .79 Correlation with scale= .52	60	24	21

Post-Test	No	Maybe	Yes
Mean= 2.35 S.D.= .84 Correlation with scale= .64	60	22	24

* 5. Reversed weighting analysis of variance comparisons to reflect positive self-esteem.

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6. Other kids like me.

Pre-Test	No	Maybe	Yes
Mean= 2.66	7	26	73
S.D.= .57			
Correlation with scale= .53			
Post-Test			
Mean= 2.66	8	27	71
S.D.= .55			
Correlation with scale= .41			

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* 7. There are some jobs I could never get. ?

Pre-Test	No	Maybe	Yes
Mean= 1.71	20	34	52
S.D.= .76			
Correlation with scale= .42			
Post-Test	**No**	**Maybe**	**Yes**
Mean= 1.80	25	41	40
S.D= .76			
Correlation with scale= .43			

* Reversed weighting in analysis of variance comparisons to reflect positive self-esteem.

TABLE 2

TOTAL GROUP DISTRUBUTIONS, MEANS, ITEM-SCALE CORRELATIONS, AND STANDARD DEVIATIONS FOR INFORMATION GAINED FROM KHAN DUI VIDEOTAPES ITEMS

1. People who can't read can be good at school.

		Frequencies	
Pre-Test	No	Maybe	Yes
Mean= 2.33 S.D.= .74 Correlation with scale= .36	20	35	51
Post-Test			
Mean= 2.77 S.D.= .51 Correlation with scale= .36	4	20	82

* 2. Deaf kids need special help to learn to swim.

Pre-Test	No	Maybe	Yes
Mean= 1.60 S.D.= .75 Correlation with scale= .46	16	30	60
Post-Test			
Mean= 1.81 S.D.= .84 Correlation with scale= .67	31	25	50

* Reversed weighting in analysis of variance comparisons to reflect information.

3. Mentally retarded people can be artists.

Pre-Test	No	Maybe	Yes
Mean= 2.50 S.D.= .70 Correlation with scale= .59	14	26	66
Post-Test			
Mean= 2.72 S.D.= .51 Correlation with scale= .38	6	23	77

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* 4. Deaf people take longer to learn things in school.

Pre-test	No	Maybe	Yes
Mean= 1.58 S.D.= .64 Correlation with scale= .39	9	43	54
Post-Test			
Mean= 1.89 S.D.= .75 Correlation with scale= .58	24	47	35

* Reversed weighting in analysis of variance conparisons to reflect information.

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* 5. Blind people need someone to guide them.

Pre-Test	No	Maybe	Yes
Mean= 1.70 S.D.= .72 Correlation with scale= .39	17	42	47
Post- Test	**No**	**Maybe**	**Yes**
Mean= 2.16 S.D.= .84 Correlation with scale= .63	47	29	30

* Reversed weighting in analysis of variance to reflect information.

* 6. Most people with handicaps need help finding a job.

Pre-Test	No	Maybe	Yes
Mean= 1.56	11	36	59
S.D.= .67			
Correlation with scale= .32			

Post-Test			
Mean= 1.87	26	40	40
S.D.= .78			
Correlation with scale= .61			

* Reversed weightings in analysis of variance comparisons to reflect information.

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7. Some school teachers are blind.

Pre-Test	No	Maybe	Yes
Mean= 2.37	19	32	55
S.D.= .75			
Correlation with scale= .50			

Post-Test	No	Maybe	Yes
Mean= 2.83	2	16	88
S.D.= .40			
Correlation with scale= .41			

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8. Deaf people can be good baseball players.

Pre-Test	No	Maybe	Yes
Mean= 2.40	12	41	53
S.D.= .68			
Correlation with scale= .53			

Post-Test	No	Maybe	Yes
Mean= 2.67	5	23	78
S.D.= .57			
Correlation with scale= .45			

9. A blind person can be an announcer on T.V.

Pre-Test	No	Maybe	Yes
Mean= 2.50 S.D.= .66 Correlation with scale= .51	9	33	64
Post-Test	**No**	**Maybe**	**Yes**
Mean= 2.81 S.D.= .44 Correlation with scale= .36	3	14	89

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10. People in sheelchairs can drive cars.

Pre-Test	No	Maybe	Yes
Mean= 2.29 S.D.= .76 Correlation with scale= .49	21	38	47
Post-Test			
Mean= 2.68 S.D.= .55 Correlation with scale= .50	7	28	71

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* 11. Deaf kids have trouble with school work.

Pre-Test	No	Maybe	Yes
Mean= 1.78 S.D.= .63 Correlation with scale= .43	11	59	36
Post-Test	25	56	25
Mean= 2.01 S.D.= .69 Correlation with scale= .62			

* Reversed weighting in analysis of variance to reflect information.

12. A man in a wheelchair could round up cattle on a ranch.

Pre-Test	No	Maybe	Yes
Mean= 1.58 S.D.= .70 Correlation with scale= .44	60	34	12
Post-Test			
Mean= 2.40 S.D.= .83 Correlation with scale= .48	22	19	65

TABLE 3

PRETEST AND POSTTEST MEANS, STANDARD DEVIATIONS,
AND ALPHAS FOR THE SELF ESTEEM SCALE
AND THE INFORMATION SCALE FOR THE
KHAN-DU PROJECT PILOT STUDY

SELF ESTEEM:	Mean	Sigma	Alpha
Pre	14.50	2.76	.54
Post	14.70	2.86	.56

INFORMATION:	Mean	Sigma	Alpha
Pre	24.18	3.79	.64
Post	28.63	3.97	.73

*Cronbach, L.J. Coefficient alpha and the internal structure of tests. Psychometrika, 1951, 16, 297-334.

TABLE 4

SOURCE TABLE FOR THREE GRADES IN
PRE AND POST TESTING OF SELF ESTEEM SCALE

Source	Mean	SS	DF	MS	F	P
Grade:		47.56	2	23.78	1.78	.17
3	15.20					
4	14.68					
5	14.03					
Testing		5.46	1	5.46	2.52	.11
Pre	14.48					
Post	14.80					
Grade x Testing		4.94	2	2.47	1.14	.32
3 Pre	15.24					
3 Post	15.17					
4 Pre	14.34					
4 Post	15.03					
5 Pre	13.86					
5 Post	14.21					

TABLE 5

SOURCE TABLE FOR THREE GRADES IN PRE AND POST TESTING OF INFORMATION SCALE

Source	Mean	SS	DF	MS	F	P
Grade		226.09	2	113.05	5.36	.0063
3	24.66					
4	27.00					
5	26.71					
Testing		1053.37	1	1053.37	147.25	.0000
Pre	23.87					
Post	28.38					
Grade x Testing		13.67	2	6.84	.96	.3899
3 Pre	22.31					
3 Post	27.00					
4 Pre	24.48					
4 Post	29.51					
5 Pre	24.81					
5 Post	28.62					

TABLE 6

SOURCE TABLE FOR PRE AND POST TESTING
ON SELF ESTEEM SCALE FOR HANDICAPPED AND NON-HANDICAPPED
STUDENTS

Source	Mean	SS	DF	MS	F	P
Student type		17.39	1	17.39	.93	.3427
Nonhandicapped	14.04					
Handicapped	14.91					
Testing		3.52	1	3.52	1.18	.2827
Pre	14.28					
Post	14.67					
Type x Testing		7.35	1	7.35	2.46	.1198
Pre-nonhandicapped	14.13					
Post-nonhandicapped	13.96					
Pre-handicapped	14.43					
Post-handicapped	15.39					

TABLE 7

SOURCE TABLE FOR PRE AND POST
TESTING ON THE INFORMATION SCALE
FOR HANDICAPPED AND NONHANDICAPPED STUDENTS

Source	Mean	SS	DF	MS	F	P
Student type		113.09	1	113.09	5.15	.0265
Nonhandicapped	26.33					
Handicapped	24.11					
Testing		443.52	1	443.52	62.76	.0000
Pre	23.02					
Post	27.41					
Type x Testing		8.52	1	8.52	1.20	.2777
Pre-nonhandicapped	23.83					
Post-nonhandicapped	28.83					
Pre-handicapped	22.72					
Post-handicapped	26.00					